IN SUMMARY

Guns and Teenagers
A new federal report says that fully one-fifth of all deaths among U.S. teenagers in 1988 resulted from gunshots, and the rate was much higher for black male teens.
Page 4.

Start the Revolution
The National Education Association has launched its first official effort to encourage its members to become more familiar with the technological revolution in education. **Page 5.**

Brave New World
Schools of the future, as envisioned in a new report by a panel of teachers who met to brainstorm about their profession, will be very different places indeed.
Page 5.

Memphis Blues
The Justice Department has charged in federal court that voting procedures for school-board members and other officials in Memphis violate federal civil-rights laws.
Page 10.

Supply and Demand
The demand by national and state policymakers for new forms of student assessment is far outstripping the supply available, researchers say.
Page 11.

Pass the Pork
Thanks to an unusual state program, Alabama schools can look to their state lawmakers for an extra infusion of cash for programs they otherwise could not afford.
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CONVENTIONS IN PRINT
An Education Week guide to the annual convention of the National Association of Elementary School Principals.
Begins on Page 18.

EDUCATION WEEK (ISSN 0277-4232) is published 40 times per year (weekly except for the first week in January, the last week in June, the month of July, the first four weeks in August, and the last two weeks in December) by Editorial Projects in Education, Incorporated. Editorial and advertising sales offices are located at 4301 Connecticut Ave., N.W., Suite 250, Washington, D.C. 20008. (202) 364-4114. Subscriptions: U.S.: $49.94 for 40 issues. Canada: $72.94 for 40 issues. Foreign: $114.94 (airmail) and $82.94 (surface mail) for 40 issues. Second-class postage paid at Washington, D.C., and at additional mailing offices. **POSTMASTER:** Send address changes to EDUCATION WEEK, P.O. Box 2083, Marion, Ohio 43305. Volume X, Issue 26.

ACROSS THE NATION

NATIONAL

Public Believes College Athletics 'Out of Control,' Survey Finds

Three out of four Americans surveyed in a new national poll believe that intercollegiate athletics is "out of control," and 60 percent say the Congress or state legislatures must intervene in order to bring about meaningful reform.

The national survey of 1,255 respondents was conducted last month by Louis Harris and Associates for the Knight Foundation Commission on Intercollegiate Athletics. The independent panel has been studying reforms of college athletics for more than a year and is to make its recommendations this week.

The survey also included select groups of college and university presidents, trustees, athletic directors, coaches, faculty members, alumni, boosters, athletes, 76 members of Congress, 75 state legislators, and others.

The results suggest that coaches may be one of the toughest groups for the Knight Commission to win over with its planned reforms. Only 54 percent of the coaches surveyed said that Proposition 48, the National Collegiate Athletic Association's freshman-eligibility requirements, is a good rule. More than 80 percent of presidents, trustees, athletic directors, conference commissioners, and faculty members surveyed favored the rule.

STATES

Federal Judge Upholds Illinois Law Requiring Students To Recite Pledge

Rejecting a challenge based on religious grounds, a federal judge has upheld an Illinois statute that requires elementary-school students to recite the Pledge of Allegiance each day.

U.S. District Judge Ann C. Williams ruled Feb. 28 that the 1979 Illinois law does not violate the U.S. Constitution or Supreme Court precedent because it does not provide for any punishment for students who refuse to recite the pledge.

"Learning the Pledge of Allegiance can certainly be considered part of a 'suitable curriculum' for students," the judge wrote in her opinion. The law is "rationally related to the legitimate state interest of instilling knowledge of and appreciation for patriotic values in public-school students."

The law was challenged in a suit brought by Robert Sherman, an avowed atheist, on behalf of his son, a student in the Wheeling school district.

Mr. Sherman sued school officials and the state's Attorney General, charging that the law violates his rights under the First and 14th amendments to the Constitution.

Mr. Sherman's suit contended that the phrase "under God" in the pledge violates the Constitution's ban against government establishment of religion.

The suit was dismissed on a motion for summary judgment from the Attorney General.

Judge Williams said the Illinois law does not necessarily conflict with the U.S. Supreme Court's 1943 decision in *West Virginia State Board of Education* v. *Barnette*, which held that public-school officials could not force students to recite the pledge.

The judge noted that school officials in Wheeling did not require Mr. Sherman's son to abide by the law.

■ **The Attorney General of Maryland has ruled that county governments may dig deeper into school budgets to offset severe budget shortfalls plaguing the state.**

The ruling, issued this month, amends a 1984 state law that requires local governments to maintain at least the same level of spending per pupil as in the previous year.

Under the ruling, county officials need no longer consider such costs as school openings and construction as operating costs when calculating the bottom line for the per-pupil figures. Attorney General J. Joseph Curran Jr. ruled that such costs are one-time expenditures, not operating costs.

Charles I. Ecker, the county executive of Howard County, had requested the opinion to allow him to give the county's school system about $7 million less than it expects next year.

Because Mr. Curran rejected some of the Howard County executive's arguments, Mr. Ecker said he now expects to save about $2.9 million.

School officials across the state say the ruling may lead to layoffs and program cuts.

■ **School districts in Oregon will have greater leeway in choosing textbooks** under revisions in the state's textbook-adoption process endorsed by state education officials.

The state board of education late last month approved changes making it easier for districts to win approval for textbooks that do not appear on the official list adopted by the state, said Barbara Wolfe, who is supervising the textbook-adoption plans for the Oregon Department of Education.

The changes reflect efforts to encourage site-based management and local responsibility, and to "give local districts the freedom to make choices," she said last week.

Additional changes may be in the offing, she added. "We're really going through a complete study of texbook-adoption procedures," she said.

Cracking the Case

"The Case of the Champion Egg Spinner" has finally been cracked.

But this time, Encyclopedia Brown, the 10-year-old sleuth of the eponymous children's mystery-book series by Donald J. Sobol, didn't do it alone. The case was solved with the help of some diminutive detectives from Philadelphia.

As the book opens, all is quiet in Encyclopedia's hometown. But that changes when a young rogue named Eddie proposes an egg-spinning contest to his friends. The youngsters purchase raw eggs together at the grocery store and the spinning begins. Mysteriously, Eddie's egg always spins longest. With each triumph, he gains a prized possession from one of his unfortunate opponents.

But Encyclopedia deduces that Eddie is as slippery as a rotten egg. He is cheating by substituting a hard-boiled egg for a raw one. The law of gravity is on his side, so his egg invariably spins longer. His ruse exposed, Eddie is forced to return his ill-gotten gains. Case closed.

"Not so fast," said eight 1st and 2nd graders at the Philadelphia School. How could Eddie have switched eggs? To prevent cheating, each player had let someone else hold his egg until his turn to spin came up. Eddie couldn't have switched eggs without being caught. The solution provided at the story's conclusion did not explain how Eddie had swapped eggs. These careful readers were baffled.

With the help of their teacher, Janet Weinstein, the savvy sleuths wrote Mr. Sobol to ask him for an explanation. A few weeks later, they received a hand-written reply from the author.

In his letter, Mr. Sobol said he had meant to show that Eddie had secretly switched eggs while in the grocery store, but admitted that he had not made the swap clear. He added that he would gladly make a correction if his publisher agreed.

His reaction to the discovery of the 30-year-old error was one of delight. "I was very pleased," he said. "When you write you hope it will help kids learn to reason, to be perceptive."

The children are understandably pleased with themselves.

Elizabeth Kimball, age 6, notes their accomplishment with pride. "I mean, hardly anybody finds a mistake in a book," she opines. "This is a very rare thing to happen."

Ms. Weinstein says her charges have a new attitude. "They're more curious. They question more," she notes.

—W.L.

DISTRICTS

Student Paper in Iowa Scrapped Over Article on Murder Case

A recent issue of an award-winning high-school newspaper in Iowa was scrapped by the school's principal because it contained an interview with the girlfriend of a former student accused of murder.

In addition, the student reporter involved handed over a copy of the unpublished article and her notes to the local police.

The incident took place in West Des Moines, where 18-year-old Michael Bickell and his 16-year-old brother, Alan, are charged with first-degree murder in connection with the fatal shooting of another youth at a mall last month.

A reporter for Valley High School's newspaper, *The Spotlight*, interviewed the freshman who dates Michael Bickell for an article. But the girl's mother asked the school's principal, Robert Brooks, not to allow her daughter to be quoted or named in the article. Police told Mr. Brooks that they were interested in the interview, and the school's lawyer had qualms about publishing the piece, Mr. Brooks said.

Because the paper had already gone to the printer, Mr. Brooks said, he ordered the run stopped without consulting with the student editors. The newspaper's faculty adviser was out of town at the time.

The police told the principal that a subpoena for the article was not necessary, Mr.

Photopress

Above, a student in the Teaching Professions Program at Calvin Coolidge Senior High School in Washington—one in a network of about a dozen programs around the country that are encouraging students to pursue careers in education—explains her practicum experience to her class.

up similar programs in their cities. The students also participate in professional conferences where they hear the issues they read about in their textbooks debated by professionals and scholars.

Ms. Battle good-naturedly rolls her eyes when a recent visitor is shown a videotape explaining the Teaching Professions Program. She has seen it over and over again, she says.

Exposure to Classrooms

But teachers here say the attention they have received has helped students develop the positive self-images they will need to succeed in college and later in life as teachers.

Students do not have to wait until their final year to begin working with students. In the 9th and 10th grades, they spend a few hours a week in a practicum in a nearby preschool, learning to work with very young children.

"I think the senior practicum is too late" to judge whether students are really good candidates to teach, says Christine Easterling, the program coordinator.

Her conviction is based on her experiences with students as they learn about schools through teachers' eyes.

"We had one young man working with prekindergarten students who wanted to move to 3rd graders," she recalls. "He said they wouldn't hold still so he could make a difference. We said, 'Well, you don't hold still, either.' "

Ms. Easterling says students in the program have become more attentive and have earned better grades as they have become more aware of the purposes and nuances of schooling.

To be admitted to the program, students must have 2.5 grade-point averages, which they must maintain to stay in the T.P.P.

For Tambria Spencer, the requirements mean a constant struggle to keep up her grades.

"When I got into the program," she says, "my grades started messing up."

Ms. Spencer was dropped from the T.P.P. for a semester, but returned after pulling up her average. She was motivated, she says, by her work with children.

"The little kids started helping me," she remembers. "It was cute how they would come up to you and smile."

Dangers of Familiarity

Several Coolidge students also say their success in helping children understand their lessons convinces them that teaching is the right career path.

"They were very attentive and listened and did everything I said to do," says LaShawn Lott, remembering her practicum experience. "It made me feel like I want to be a teacher."

But the comfort and familiarity that high-school students feel in such settings also present a dilemma, notes Deborah Ball, an assistant professor at Michigan State University and an elementary-school teacher.

During the Atlanta forum, Ms. Ball and other panelists gently urged the high-school students to consider whether teaching really means replicating what they now see happening in classrooms.

"The teaching you're seeing is exactly the teaching that is now being criticized," Ms. Ball told the students. "If you're not careful, you could take for granted what you see."

Instead, she urged the teenagers to think of themselves as activists who will help schools change time-honored practices in favor of strategies that work better for children.

"Schools are in big trouble right now," Ms. Ball said. "You have to ask yourself, 'Does it have to be this way?' "

The aspiring teachers in Atlanta demonstrated that they are well aware that their chosen profession is under attack. Several asked the panelists why former President Reagan had been so critical of teaching; others wanted to know who was to blame for American schools' poor marks against their Japanese competitors.

There also were questions about whether the panelists thought a longer school year or Afro-centric curricula would help, and how they thought teachers could address their students' family problems.

As thoughtful and mature as the questions were, the students asking them revealed that, in many ways, they are not so different from their peers.

Asked how many would be willing to spend more time in school themselves, only a few raised their hands.

Some students already intrinsically know what Ms. Ball was suggesting. Shaquan Odusanya, for example, says she wants to be a teacher because "a lot of teachers don't take the time out, if a kid asks them a question, to answer that child's question."

"Some teachers just don't care if a kid has a problem," she says. "They don't do anything about it. When I become a teacher, I'm going to do the things my teacher didn't do for me." ■

some fashion.

Q. What needs to be done to make teaching an attractive prospect?

A. The model we tend to be inclined toward—and certainly it's not the only model—would be to have a kind of cross-age fertilization so that the high-school students who are interested in or are at least exploring education would work with younger kids.

We think that would accomplish two things. One, it would acquaint them with somewhat of the reality of teaching. They would have a hands-on experience somewhat early in their potential career. Second, it would serve as a role model for the very young children who haven't thought about teaching. Now they start to see people that they know and look up to and respect . . .

Related to that, it does seem that most of these youngsters are financially severely strapped. They also are probably oriented toward immediate real events in their life.

The possibility of getting them to go away to the state university may not be so good. But if they could as a graduate get a job working for the school system as a teacher aide under a supportive program and maybe take their first college course in some kind of extension or junior-college setting where they were doing work in the school, getting paid for it so they had respect associated with salary and a real job, [college might be viewed as] an extension of the high school.

Q. The students who said they wanted to go to college performed relatively poorly in school. Furthermore, their attitudes about the importance of college and education seem to make them poor candidates to imbue the love of learning in children. Why, then, would we want these less-than-stellar students to be teachers?

A. If I was confident that those were accurate measures, I [would] think that's a very valid objection. We need talented people to be teachers. In fact, that's been one of our real problems: our willingness to just fill the classrooms.

That's why I keep going back to their relatively successful performance when they were younger. I don't see anything in their early record that suggests they don't have the whole range of potential that we see in any school. So the fact that they are performing poorly as high-school students is, I think, a function of the disordered environment they have been forced to grow up in.

Given specialized programs, given specialized efforts, we could see that potential that was there when they were younger blossom, and they would meet these kinds of minimums we want to have for all our teachers. ■

DIMENSIONS

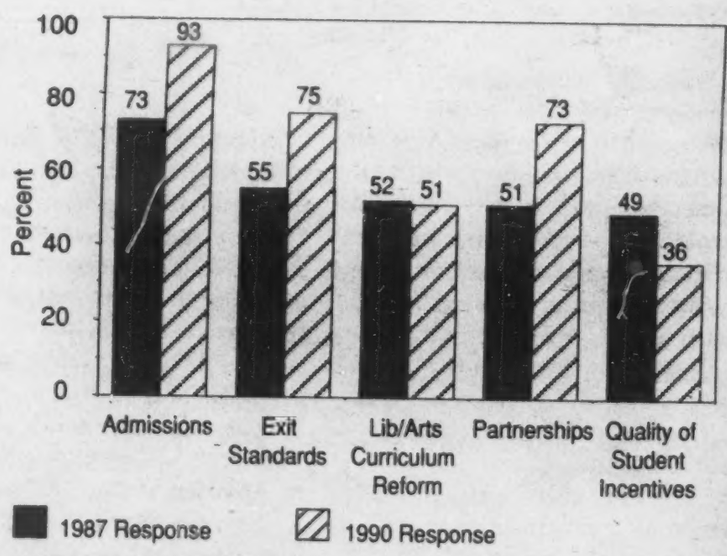
Teacher-Education Reforms

Using incentives to recruit high-quality students, one of the main reform strategies of teacher educators in 1987, has become less common, a survey of education-school deans and department chairmen has found.

The survey, conducted for the American Association of Colleges for Teacher Education, found that, in 1990, 36 percent of the deans and chairmen reported that their institutions had in place or recently had implemented policies, such as scholarships and loans, to attract students. In 1987, a similar survey found, half the respondents had reported the use of such strategies.

The new poll also found that other reform strategies—such as tightening admission standards and forming partnerships with K-12 schools—had become increasingly common, however.

Teacher-Education Reforms, 1987 and 1990



Source: Richard I. Arends, Gary Galluzzo

DATABANK

Directory of Chief State School Officers

Alabama Department of Education
Wayne Teague
State Superintendent of Education
5114 Gordon Persons Bldg · 50 N. Ripley St.
Montgomery, Ala. 36130
(205) 242-9700
Term of office: Appointed by the state board of education for a four-year term, Mr. Teague assumed office in October 1975 and is serving his fourth four-year term. Salary: $80,356

Alaska Department of Education
Steve Hole
Commissioner of Education (acting)
801 East 10th St. · Pouch F
Juneau, Alaska 99811
(907) 465-2800
Term of office: Mr. Hole was appointed by the state board of education to fill the office of commissioner until a permanent replacement can be selected.

American Samoa Department of Education
Lealosi Viagalelei
Director of Education
Education Building
Pago Pago · Tutuila 96799
(OS) 633-5237
Term of office: Appointed by the governor, Mr. Viagalelei began his term in 1989. Salary: $40,500

Arizona Department of Education
C. Diane Bishop
Superintendent of Public Instruction
1535 West Jefferson St.
Phoenix, Ariz. 85007
(602) 542-5156
Term of office: Elected by popular vote for a four-year term, Ms. Bishop assumed office in January 1987 and is in her second term. Salary: $50,000

Arkansas Department of Education
Burton Elliott, Director
General Education Division
#4 Capitol Mall
Little Rock, Ark. 72201-1071
(501) 682-4475
Term of office: Appointed by state board of education and serving at the will of the governor, Mr. Elliott began his term in 1989. Salary: $74,323

California Department of Education
Bill Honig
Superintendent of Public Instruction
721 Capitol Mall · P.O. Box 944272
Sacramento, Calif. 94244-2720
(916) 445-4338
Term of office: Elected by popular vote for a four-year term, Mr. Honig assumed office in 1983 and is in his third term. Salary: $72,500

Colorado Department of Education
William T. Randall
Commissioner of Education
201 East Colfax Ave.
Denver, Colo. 80203-1705
(303) 866-6806
Term of office: Appointed by the state board of education and serving at the will of the board, Mr. Randall began his term in 1988. Salary: $86,739

Connecticut Department of Education
Gerald N. Tirozzi
Commissioner of Education
165 Capitol Ave.
Room 305, State Office Building
Hartford, Conn. 06106
(203) 566-5061
Term of office: Appointed by state board of education and in his third term, which is concurrent with that of the governor, Mr. Tirozzi started his term in July 1983. Salary: $95,155

Delaware Department of Public Instruction
William B. Keene
Superintendent of Public Instruction
279 Townsend Building · P.O. Box 1402
Dover, Del. 19903
(302) 739-4601
Term of office: Appointed by the state board of education and serving at the will of the board, Mr. Keene started his term in July 1980. Salary: $87,900

District of Columbia Public Schools
William H. Brown
Superintendent of Public Schools (acting)
415 12th St., N.W. · Washington, D.C. 20004
(202) 724-4222
Term of office: Mr. Brown was appointed acting superintendent by the school board until a new chief officer can be selected.

Florida Department of Education
Betty Castor
Commissioner of Education
Room P.L. 08, Capitol Building
Tallahassee, Fla. 32399
(904) 487-1785
Term of office: Elected by popular vote for a four-year term, Ms. Castor began her term in 1987, and is now serving her second term. Salary: $91,296

Georgia Department of Education
Werner Rogers
Superintendent of Schools
Twin Towers East · Capitol Square
Atlanta, Ga. 30334-5020
(404) 656-2800
Term of office: Elected by popular vote for a four-year term, Mr. Rogers assumed office in 1986 and is now in his second term. Salary: $74,645

Guam Department of Education
Anita. A. Sukola, Director
P.O. Box DE · Agana, Guam 96910
(OS) 472-8901
Term of office: Appointed by the board of education, Ms. Sukola began her term in 1990. Salary: Not available

Hawaii Department of Education
Charles Toguchi
Superintendent of Education
P.O. Box 2360 · 1390 Miller St., #307
Honolulu, Hawaii 96804
(808) 586-3310
Term of office: Appointed by state board of education and serving at the will of the board, Mr. Toguchi began his term in 1987. Salary: $90,041

Idaho Department of Education
Jerry L. Evans
Superintendent of Public Instruction
650 West State St. · Boise, Idaho 83720
(208) 334-3300
Term of office: Elected by popular vote for a four-year term, Mr. Evans started his term in January 1979 and is now serving his fourth term. Salary: $62,500

Illinois Board of Education
Robert Leininger
Superintendent of Education
100 North First St. · Springfield, Ill. 62777
(217) 782-2221
Term of office: Appointed by the state board of education and serving at the will of the board, Mr. Leininger began his term in 1989. Salary: $100,000

Indiana Department of Public Instruction
H. Dean Evans
Superintendent of Public Instruction
State House · Room 229
100 North Capitol St.
Indianapolis, Ind. 46204-2798
(317) 232-6612
Term of office: Elected by popular vote for a four-year term, Mr. Evans assumed office in 1985 and is in his second term. Salary: $63,000

Iowa Department of Education
William L. Lepley
Director of Education
Grimes State Office Building
East 14th and Grand Sts.
Des Moines, Iowa 50319-0146
(515) 281-5294
Term of office: Appointed by the governor and serving at the will of the governor, Mr. Lepley assumed office in 1988. Salary: $95,052

Kansas Department of Education
Lee Droegemueller
Commissioner of Education
120 East 10th St. · Topeka, Kan. 66612
(913) 296-3201
Term of office: Appointed by the state board of education and serving at the will of the board, Mr. Droegemueller started his term in 1987. Salary: $90,000

Kentucky Department of Education
Thomas C. Boysen
Commissioner of Education
500 Mero St. · Capitol Plaza Tower
Frankfort, Ky. 40601
(502) 564-4770
Term of office: Selected by a state search committee for a four-year term beginning in 1991. Salary: $125,000

Louisiana Department of Education
Wilmer S. Cody
Superintendent of Education
626 North Fourth St. · P.O. Box 94064
Baton Rouge, La. 70804-9064
(504) 342-3602
Term of office: Appointed by the state board of secondary and elementary education, Mr. Cody began his term in 1988. Salary: $95,000

Maine Department of Educational and Cultural Services
Eve M. Bither
Commissioner of Education
State House · Station 23
Augusta, Me. 04333
(207) 289-5800
Term of office: Appointed by the governor for a second four-year term, and serving a term concurrent with that of the governor, Ms. Bither began her term in February 1987. Salary: $70,678

Maryland Department of Education
Joseph L. Shilling
Superintendent of Schools
200 West Baltimore St.
Baltimore, Md. 21201
(301) 659-2200
Term of office: Appointed by the state board of education for a four-year term, Mr. Shilling began his term in 1988. Salary: $98,000

Massachusetts Department of Education
Harold Raynolds Jr.
Commissioner of Education
1385 Hancock St. · Quincy Center Plaza
Quincy, Mass. 02169
(617) 770-7300
Term of office: Appointed by the state board of education and serving at the will of the board, Mr. Raynolds started his term in June 1986. Salary: $77,547

Michigan Department of Education
Gary Hawks
Superintendent of Public Instruction (acting)
P.O. Box 30008 · 608 West Allegan St.
Lansing, Mich. 48909
(517) 373-3354
Term of office: Mr. Hawks was appointed acting superintendent by the state board of education until a permanent superintendent can be chosen.

Minnesota Department of Education
Gene Mammenga
Commissioner of Education
Room 712, Capitol Square Building
550 Cedar St. · St. Paul, Minn. 55101
(612) 296-2358
Term of office: Appointed by governor for a four-year term concurrent with that of the governor, Mr. Mammenga started his term in January 1991. Salary: $78,500

Mississippi Department of Education
Richard Thompson
State Superintendent of Education
P.O. Box 771 · High St.
Jackson, Miss. 39205-0771
(601) 359-3513
Term of office: Appointed by the state board of education with a 4-year contract, Mr. Thompson assumed office in July 1990. Salary: $90,300

Missouri Department of Elementary and Secondary Education
Robert E. Bartman
Commissioner of Education
205 Jefferson St., 6th Floor · P.O. Box 480
Jefferson City, Mo. 65102
(314) 751-4446
Term of office: Appointed by the state board of education and serves at the will of the board, Mr. Bartman began his term in 1987. Salary: $79,800

Montana Office of Public Instruction
Nancy Keenan
Superintendent of Public Instruction
Room 106, State Capitol
Helena, Mont. 59620
(406) 449-3654
Term of office: Elected by popular vote for a four-year term, Ms. Keenan began her term in January 1989. Salary: $41,681

Nebraska Department of Education
Joseph E. Lutjeharms
Commissioner of Education
P.O. Box 94987 · 301 Centennial Mall, South
Lincoln, Neb. 68509
(402) 471-2465
Term of office: Appointed by the state board of education with a three-year contract, Mr. Lutjeharms began his term in 1983. Salary: $87,996

Nevada Department of Education
Eugene T. Paslov
Superintendent of Public Instruction
Capitol Complex · 400 West King St.
Carson City, Nev. 89710
(702) 885-3100
Term of office: Appointed by the state board of education and serving at the discretion of the board, Mr. Paslov began his term in 1985. Salary: $70,140

New Hampshire Department of Education
Charles H. Marsten
Commissioner of Education
101 Pleasant St. · State Office Park South
Concord, N.H. 03301
(603) 271-3144
Term of office: Appointed by the state board of education and serving at the discretion of the board, Mr. Marsten started his term in January 1990. Salary: $67,625

New Jersey Department of Education
John Ellis
Commissioner of Education
225 West State St. · Trenton, N.J. 08625
(609) 292-4450
Term of office: Appointed by the governor, with state Senate approval, for a five-year term, Mr. Ellis assumed office in July 1990. Salary: $95,000

New Mexico Department of Education
Alan Morgan
Superintendent of Public Instruction
300 Don Gaspar · Santa Fe, N.M. 87501
(505) 827-6516
Term of office: Appointed by the state board of education and serving at the discretion of the board, Mr. Morgan started his term in 1985. Salary: $70,000

New York State Education Department
Thomas Sobol
Commissioner of Education
111 Education Building
89 Washington Ave.
Albany, N.Y. 12234
(518) 474-5844
Term of office: Appointed by the state board of regents and serving at the discretion of the board, Mr. Sobol assumed office in 1987. Salary: $131,250

North Carolina Department of Education
Bob Etheridge
Superintendent of Public Instruction
Education Building
Edenton and Salisbury Sts.
Raleigh, N.C. 27603-1712
(919) 733-3813
Term of office: Elected by popular vote for a four-year term, Mr. Etheridge started his term in January 1989. Salary: $75,252

North Dakota Department of Public Instruction
Wayne G. Sanstead
Superintendent of Public Instruction
State Capitol Building, 11th Floor
600 Boulevard Ave., East
Bismarck, N.D. 58505-0440
(701) 224-2261
Term of office: Elected by popular vote for a four-year term, Mr. Sanstead assumed office in 1985 and is in his second term. Salary: $50,304

Northern Mariana Islands Department of Education
Elizabeth Diaz Rechecei
Superintendent of Education
Education Building
Saipan, Mariana Islands 96950
(OS) (011,670) 322-9311
Term of office: Appointed by the governor in 1990. Salary: Not available

Ohio Department of Education
Franklin B. Walter
Superintendent of Public Instruction
65 South Front St. · Room 808
Columbus, Ohio 43266-0308
(614) 466-3304
Term of office: Appointed by the state board of education and serving at the discretion of the board, Mr. Walter started his term in March 1977. Salary: $101,000

Oklahoma Department of Education
Sandy Garrett
Superintendent of Public Instruction
Oliver Hodge Memorial Education Building
2500 North Lincoln Blvd.
Oklahoma City, Okla. 73105-4599
(405) 521-3301
Term of office: Elected by popular vote for a four-year term, Ms. Garrett began her term in January 1991. Salary: $55,000

Oregon Department of Education
Norma S. Paulus
Superintendent of Public Instruction
700 Pringle Parkway, S.E.
Salem, Ore. 97310
(503) 378-3573
Term of office: Elected by popular vote for a four-year term, Ms. Paulus took office in January 1991. Salary: $49,520

Pennsylvania Department of Education
Donald M. Carroll Jr.
Secretary of Education
333 Market St., 10th Floor
Harrisburg, Pa. 17126
(717) 787-5820
Term of office: Appointed by the governor and serving at the discretion of the governor, Mr. Carroll began his term in August 1989. Salary: $84,822

Puerto Rico Department of Education
Jose Lema Moya
Secretary of Education
P.O. Box 759 · Hato Rey, P.R. 00918
(809) 758-4949
Appointed by the governor and serving at the discretion of the governor, Mr. Moya began his term in 1989. Salary: $65,000

Rhode Island Department of Education
J. Troy Earhart
Commissioner of Education
22 Hayes St. · Providence, R.I. 02908
(401) 277-2031
Term of office: Appointed by the state board of education and serving at the discretion of the board, Mr. Earhart began his term in 1984. Salary: $97,503

South Carolina Department of Education
Barbara Nielsen
Superintendent of Education
1006 Rutledge Building · 1429 Senate St.
Columbia, S.C. 29201
(803) 734-8492
Term of office: Elected by popular vote for a four-year term, Ms. Nielsen began her term in January 1991. Salary: $73,604

South Dakota Department of Education and Cultural Affairs
Henry Kosters
State Superintendent
700 Governors Dr. · Pierre, S.D. 57501
(605) 773-3243
Term of office: Appointed by the state board of education and serving at the discretion of the governor, Mr. Kosters started his term in 1987. Salary: $52,312

Tennessee Department of Education
Charles E. Smith
Commissioner of Education
100 Cordell Hull Building
Nashville, Tenn. 37219
(615) 741-2731
Term of office: Appointed by the governor and serving concurrently with the governor's term, Mr. Smith started his term in January 1987. Salary: $75,000

Texas Education Agency
Lionel R. Meno
Commissioner of Education
William B. Travis Building
1701 North Congress Ave.
Austin, Tex. 78701
(512) 463-8985
Term of office: Appointed by the state board of education for a four-year term, Mr. Meno will began his term in July 1991. Salary: not available

U.S. Virgin Islands Department of Education
Linda Creque
Commissioner of Education
Department of Education
44-46 Kongens Gade
St. Thomas, V.I. 00802
(809) 774-2810
Term of office: Appointed by the governor in 1987, Ms. Creque serves at the pleasure of the governor. Salary: $55,000

Utah Office of Education
Jay B. Taggart
Superintendent of Public Instruction
250 East 500 South
Salt Lake City, Utah 84111
(801) 538-7500
Term of office: Appointed by the state board of education, with approval of the governor, and serving at discretion of the board, Mr. Taggart began his term in September 1990. Salary: $80,000

Vermont Department of Education
Richard P. Mills
Commissioner of Education
120 State St. · Montpelier, Vt. 05602
(802) 828-3135
Term of office: Appointed by the state board of education, with approval of the governor, and serving at the discretion of board, Mr. Mills began his term in 1988. Salary: $64,400

Virginia Department of Education
Joseph A. Spagnolo Jr.
Superintendent of Public Instruction
P.O. Box 60 · James Monroe Building
101 N. 14th St.
Richmond, Va. 23216-2060
(804) 225-2023
Term of office: Appointed by the governor, and confirmed by the General Assembly for four years concurrent with the governor's term, Mr. Spagnolo began his term in July 1990. Salary: $104,653

Washington Department of Public Instruction
Judith Billings
Superintendent of Public Instruction
Old Capitol Building, Washington & Legion
Mail Stop Fg-11 · Olympia, Wash. 98504
(206) 586-6904
Term of office: Elected by popular vote for a four-year term, Ms. Billings began her first term in January 1989. Salary: $71,900

West Virginia Department of Education
Henry Marockie
Superintendent of Schools
1900 Washington St. · Building B, Room 358
Charleston, W.Va. 25305
(304) 348-3644
Term of office: Appointed by the state board of education and serving at the discretion of the board, Mr. Marockie began his term in 1989. Salary: $70,000

Wisconsin Department of Public Instruction
Herbert J. Grover
Superintendent of Public Instruction
125 South Webster St. · P.O. Box 7841
Madison, Wis. 53707
(608) 266-1771
Term of office: Elected by popular vote for a four-year term, Mr. Grover assumed office in July 1981 and is serving his third term. Salary: $72,336

Wyoming Department of Education
Diane Orman
Superintendent of Public Instruction
Hathaway Building · Cheyenne, Wyo. 82002
(307) 777-7675
Term of office: Elected by popular vote for a four-year term, Ms. Orman began her term in January 1991. Salary: $52,500

SOURCE: Council of Chief State School Officers

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EDUCATION WEEK

American Education's Newspaper of Record | Volume X, Number 27 · March 27, 1991 | *© 1991 Editorial Projects in Education / $2.50*

Law To Aid Handicapped Infants Faces Critical Test

By Debra Viadero

WASHINGTON—Born two months premature and weighing only two pounds, Marcus Spurlock had already started out life with two strikes against him.

But, as one of a small but growing number of infants across the country taking part in a new generation of programs for infants born with disabilities or at risk of developing them, this 7-month-old may yet beat those odds.

Almost since Marcus was born, a team of special educators, therapists, and doctors from George Washington University and its affiliated hospital here have been working with his mother to show her how to care for her child, encourage his intellectual development, and correct the abnormal muscle-development patterns common to many premature babies.

They showed her how to hold her son curled close to her chest to simulate the experience of being in the womb. They cautioned her against using a walker with the boy and demonstrated how she could correct Marcus's tendency to arch his arms back by rolling up towels and propping him against them.

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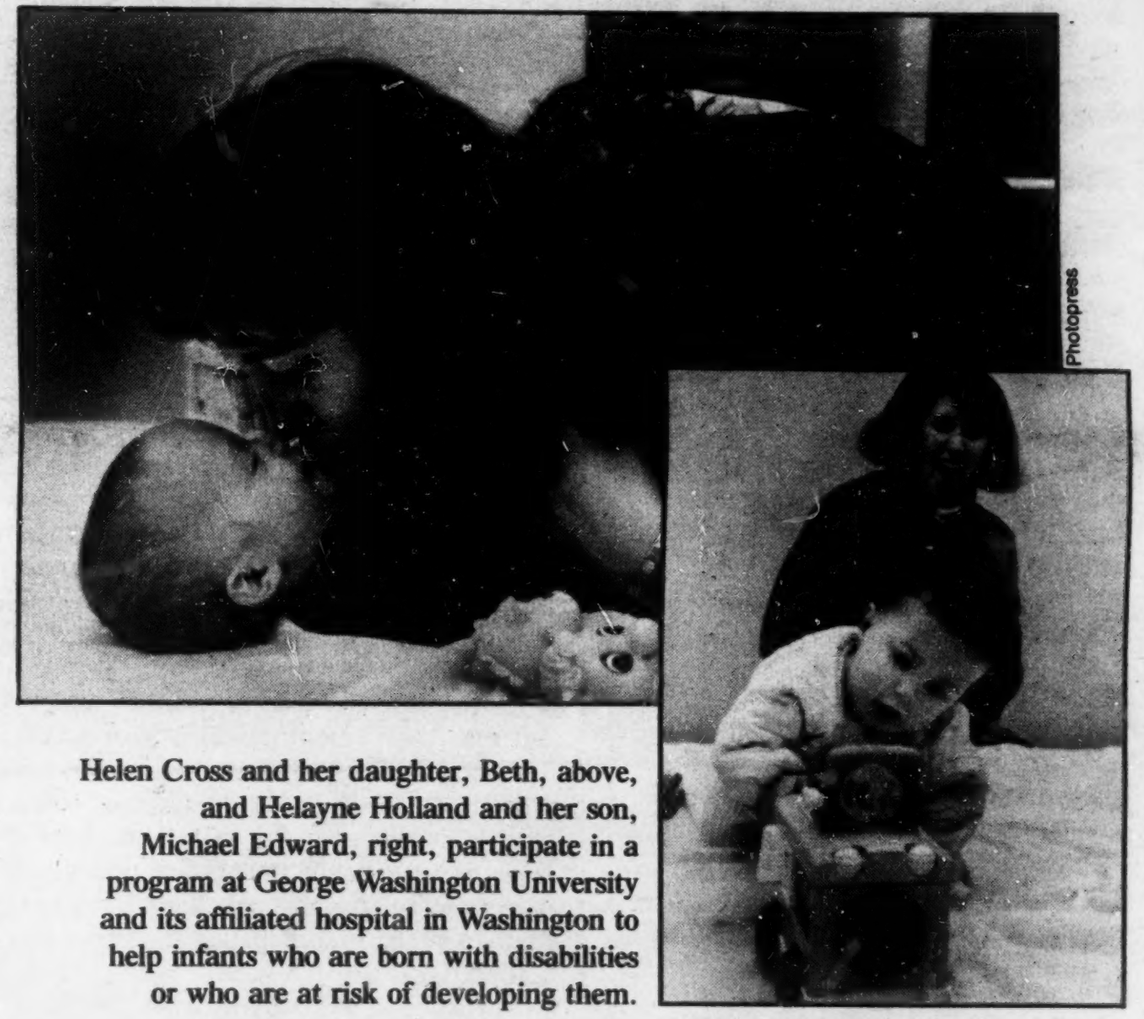

Photopress

Helen Cross and her daughter, Beth, above, and Helayne Holland and her son, Michael Edward, right, participate in a program at George Washington University and its affiliated hospital in Washington to help infants who are born with disabilities or who are at risk of developing them.

Bill in Maryland Puts Spotlight on Readiness Debate

School Would Become Compulsory at Age 5

By Deborah L. Cohen

A Maryland legislative proposal to lower the compulsory-school-attendance age from 6 to 5 has forced lawmakers to grapple with the complex web of factors that determine a child's readiness for school.

If the bill—which has passed the Senate and awaits action in the House—is enacted, Maryland would become one of the few states that have enacted laws in the past decade making kindergarten attendance mandatory.

The bill cleared the Senate on a 39-to-8 vote and is expected to win strong backing in the House as well.

As in other states, debate on the Maryland bill has highlighted the ways in which changing family structures, working parents, socioeconomic barriers, and differing maturity rates shape children's school readiness and educational needs.

At the same time, the movement toward earlier schooling is redefining the point at which the family's responsibility for stimulating young children's development ends and the state's begins.

And it is raising questions about how well suited kindergartens are to take on that task.

"It's good for children to get positive early experiences that help them grow emotionally, socially, and cognitively," said Ann Feldman, public-policy director of the Maryland Committee for Children. "But we really need to look at where the children are and how to provide those experiences."

"It's not a simple issue anymore," she added.

Mandating kindergarten attendance is one of several approaches being tried na-

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Teaching our Teachers

Timothy Davis

Last part of a special series on teacher education begins on page 11.

Calif. Educators Take Stock of Efforts To Ensure Schools Are Safe, Secure

By Millicent Lawton

DOWNEY, CALIF.—Lennox Middle School is Jesse Ugalde's sanctuary.

Within its walls, the 14-year-old can feel safe in a way he cannot even in his own bedroom at home in Lennox, a low-income, largely Hispanic area near Los Angeles International Airport.

Although Jesse is trying to sever ties with his street gang, called Tepa, he is still considered the enemy when he traverses the territory of a rival gang on his way to school.

"Every day when I walk to school, I have to be watching my back," the soft-spoken 8th grader told Southern California educators and law enforcers gathered here for a conference this month.

"But when I go around the corner where Lennox Middle School is," he continued, "the feeling in the back of my mind goes away, because . . . I know nothing could happen to me [there]."

"I probably feel safer at school than in my own house," added Jesse, whose words, sometimes wavering with emotion, brought a hush over the audience of more than 400.

The conference-goers had fought morning rush-hour traffic from all over Los Angeles County and neighboring areas for one reason: to learn how to better ensure that other students, staff members, and parents feel as secure in their public schools as Jesse does.

The Los Angeles County Office of Education's 15th annual "Safe, Secure, and Peaceful Schools" in-service conference here marked the first such large-scale session for the region—including the Los Angeles Unified School District, the nation's second largest—since a nonbinding 1989 legislative measure urged every California public school to draw up a site-specific safety plan.

California, which is widely recognized as a leader in tackling school-safety issues, has since 1982 been the only state with a constitutional provision guaranteeing students and staff members a safe school environment.

But with youth-related violence proliferating throughout the state, satisfying that

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High Schools Urged To Assist in Reform Of Collegiate Sports

By Mark Pitsch

WASHINGTON—In calling for sweeping changes in the management of college athletics, a blue-ribbon panel last week implored secondary-school athletic programs to join in the effort to re-establish the value of education in intercollegiate sports.

"With this report, we are doing our very best to re-establish important values at the center of intercollegiate sport—and to restore the student-athlete to the center of our concern," the Knight Foundation Commission on Intercollegiate Athletics concluded in a report released here.

The report noted that many high-school athletic programs are beginning to "emulate the worst features" of college programs by emphasizing athletic and financial results at the expense of the educational value of sport.

To help combat the problem, the commission urged secondary-school officials "to encourage high-school athletes to spend as much time preparing themselves academically as they do preparing athletically."

"We suggest that you guide them toward institutions that will put their welfare as students and their maturation as young adults ahead of their performance as athletes," added the report, "Keeping Faith With the Student-Athlete: A New Model for Intercollegiate Athletics."

Among its other recommendations, the commission proposed that academic standards for incoming college freshmen be raised.

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Also in the news

5 **Strike Deadline**
Teachers in Washington State have set an April deadline for deciding whether to launch a statewide strike.

25 **Busy First Week**
Lamar Alexander displays his folksy charm and knowledge of the field in his first week as Secretary of Education.